Examiners' Report
Lead Examiner Feedback

June 2022

Pearson BTEC Nationals
In Performing Arts (31561H)
Unit 7: Employment Opportunities in the Performing Arts

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at http://qualifications.pearson.com/en/home.html for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at http://qualifications.pearson.com/en/contact-us.html

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:
http://qualifications.pearson.com/en/support/support-for-you/teachers.html

You can also use our online Ask the Expert service at https://www.edexcelonline.com
You will need an Edexcel Online username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk

June 2022
Publications Code 31561H_2206_ER
All the material in this publication is copyright
© Pearson Education Ltd 2022

Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:
http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html

Awarding BTEC qualifications in 2022

Ofqual has set out their plans for awarding qualifications in 2022 and intend to return to a normal, pre-pandemic, approach to grading standards over by 2023. They have confirmed that 2022 will be a transition year, to reflect that we are in a pandemic recovery period and students' education has been disrupted.

Our guiding principle and approach to awarding BTEC qualification results in 2022 will be to ensure parity in relation to the approach being taken for GCSE and A level learners. BTEC courses have a different structure and design to academic qualifications - BTECs are modular qualifications (with assessments taking place throughout the course) compared to GCSEs and A levels which are linear (assessed and awarded at the same time at the end of the year), and therefore our approach needs to be different.

In 2022 we will return to the usual method of calculating BTEC qualification results, however adaptations including, U-TAGs and reduced internal assessment, are in place to provide a comprehensive package of support for students.

The basis of our awarding approach to BTECs this year is to ensure it is as fair as possible for all learners. We will use a range of evidence to set grade boundaries for the external units. Part of this evidence will be to closely monitor learner performance in all assessments that contribute to learners' final qualification grade, to ensure parity with A level and GCSEs.

Further information can be found on our website and via our Social Media channels.

31561H: Employment Opportunities in the Performing Arts

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	9	19	30	42

Introduction

Unit 7 (31561H) Employment Opportunities in the Performing Arts is a mandatory externally assessed task on the following qualification sizes of the BTEC Nationals in Performing Arts: Extended Diploma.

Each series a new set task is provided with a fictional vocational employment opportunity, and learners must respond to the employment opportunity given in the set task. Learners must fully consider the employment opportunity, including the organisational profile, the performance project outline and the workshop requirement and submit a written response and a digital promotional portfolio.

The written response should be up to 2000 words and the digital promotional portfolio should be up to 10 minutes of video /audio material and can include up to 10 photographs/images and written supporting materials of up to 750 words.

The set task is marked out of 60. The written response is marked out of 36 and the digital promotional portfolio out of 24.

Introduction to the Overall Performance of the Unit

Overall, the responses seen this series confirm that the set task was accessible for learners, and it presented an equal level of demand to the previous set tasks relating to this paper.

Overall, the employment opportunity included a similar number of factors that learners could use to demonstrate their knowledge and understanding. Learners were able to consider the organisation and the performance project and workshop requirements.

The employment opportunity was to join ‘Away with Time’, a company currently offering opportunities for exceptional performers and workshop leaders from across all performing arts disciplines who would like to contribute to their ground-breaking work.

The employment opportunity stated it is a chance to contribute to some of the most important work currently being developed in our (Performing Arts) sector.

The opportunity states 'Away with Time' works to reflect the experiences of people whose lives have been affected by the criminal justice system.

Learner responses needed to demonstrate their understanding of the organisation, the work they do and the demands of this project.

Learner responses needed to communicate ideas about the content of the workshops that will be delivered to complement the performance project. Relevant examples from a learner's own work were asked for, to justify their ideas and the skills being offered.

The Organisational Profile for 'Away with Time' goes on to state it is a new company, set up as a registered charity and supported financially by the public sector and donations.

Take a Chance is the name of the performance project. The information given includes where it will take place, stating it will be performed in both traditional and non-traditional performance spaces. The performance project will tour nationally, and venues will include community and institutional settings.

Other information that should be considered includes the fact the tour will have a preview phase; in the hope the work can gain much needed publicity for this important venture.

Workshop Requirements are given, stating they will be held for people wanting to have a greater appreciation of the company's work, with workshops aimed at people who want to use performing arts skills and techniques in community and institutional settings to give marginalised groups a voice. Information goes on to say that the workshops will be open to all levels of experience and be free of charge or offered on a 'pay what you can' basis.

The three elements of the employment opportunity took a similarly coherent 'picture' of an employment opportunity that could be responded to with skills and experience that could have been gained through the study of other units from the specification.

Activity 1: Written Response

The following extracts are taken from good learner responses. There is no single correct way to demonstrate knowledge and understanding, but it is hoped the following extracts will be helpful and inform what is being looked for in the written response for this unit and task.

Extract 1
The learner responds to all the parts of the task, some in a descriptive methodical manner and others with more independent thought and better understanding, for example the workshop would engage the employer as it considers the work of the organisation. There is some analysis, and some ideas are appropriately linked to the task and effectively communicated.

My idea for the workshop is focussed around the idea of creating a piece of process drama, where the scene is already set up of a room of a seemed to be crimnal. This then leaves it up to the audience and their interpretations to determine the different aspects of the character based on what they can find out from this room and what this could possibly mean. I wish within my workshop for my audience to be able to find the humanity within the crimnal and find some kind of reasoning behind their choices and wrong doings. My character will be revealed through a diary at the end of the piece which will explain what circumstances and choices they have made have led them down this path of crime. After piecing together the criminals life, I wish to encourage debate within my workshop between the participants on their opinions of the criminal and how with different choices he could have made how differently this might have impacted his life. Throughout my workshop I wish for my piece to be able to challenge, inspire debate and allow for my audience to put themselves into my characters shoes. This is applicable to my target audience due to the fact that they are the ones who themselves have been affected by the criminal justice system and by participating in this workshop hopefully they will create an understanding for why its there and the role that it plays within the community. By participating in this workshop hopefully it will inspire positive choices, by witnessing the negative choices and the effect that these can have on a persons life, I believe that it will encourage the opposite and allow people into making better decisions for themselves and their lives. The purpose behind my workshop is to encourage better life choices as well as educating people vulnerable to the criminal justice system that not everything is as plain as it seems sometimes there are factors that we cannot control in which leads a criminal down the path that they end up on. This supports the organisation 'Away with Time' and their project aims due to the fact that it is sharing stories of those who have been

affected by the criminal justice system.My ideas adhere to the requirements due to the fact that my entire piece surrounds the idea of 'Changing minds and changing lives' as well as creating a better understanding of the criminal mind. In addition to this it also adheres to the company requiements as it is a third sector organisation which relies heavily on donations, I can supply props and set myself as well as taking any donations of items from friends or family in order to bring this set to life for my audience and not relying on a budget. By participating within a project like this it would allow freelance artists like myself to get to know the company and work with them again as not only are we promoting the company we are also promoting ourselves and the work we can create individually. To obtain the relevant experience, skills and knowledge for this employment opportunity it is crucial that you can be independent while also being able to work effectively as part of a team to bring something to life. Furthermore the more you work within the community and think about what it is that they need from a piece like this the easier it will become in order to provide this for them and meet all of their needs and requirements.

Extract 2
The learner shows a good level of understanding, covering the organisation, the performance project, and the workshop requirements. It is a focussed response. There are some clear links (skills & experience) to the scenario but there is scope for further justification in several places. There is a confident promotional tone which conveys empathy with the intentions of the organisation.

I understand that AWT are a new up and coming company who are a registered charity and a not for profit company which I feel is great because any money that's made goes straight back into the companies projects to help spread awareness, I love how you get funding through tax payers from the government and the fact that you have to show where all of your money goes to the public is very comforting to me and shows you are a trustworthy company, I think its good that the public can see where your money goes because it puts a better word on you when they see your truthful. I see that you can receive third sector funding of donations which is a smart way to get more funding, I understand that your board of trustees is committed to changing lives and changing minds which is great, it means everyone that has a stake within your company is getting what they want and do actually care about the objective. I also see that you have some high profile patrons that are involved within your company, this is great but I know that I could change this from some to lots, I feel to do this you need to take a priority in your social media presence as you are also a social enterprise its important to be public and get more attention and make yourself more well-known online to ensure you're getting the biggest outreach you can so

more of these "high profile" people can see what you're doing. I have previous experience when raising money due to my position of deputy head boy. For example, I had to organise a Macmillan day for my school. We had to work as a team and be smart about how we wanted to raise money, we had the idea of doing a bake sale and said if we raised a certain amount of money the leadership team will do the ice bucket challenge, its all about selling what you want to make money, this is why you need me, because I'm full of ideas. I know that you also aim to raise difficult questions and inspire debate, I have experience in doing this in pieces like "cluedo" which is my Berkovian piece where we wanted it to stay a mystery. In a more serious manor, our community arts piece, raises the topic of do people know who they are talking to online, this shows that I can raise discussion on any topic of any style.

Extract 3

There is only a basic and at times naive understanding of funding, however there is an analytical approach to some of the examples used as to how their skills and experience are appropriate for the organisation and their work. The structure of the response is cohesive and confident.

Away with Time is a third sector organisation, meaning it is funded by trust funds and charities and it is non-profit. It has been registered as a charity itself. It is a new company supported by high profile patriots and financially supported by public sector donations. 'Away with Time' focuses on addressing issues for people involved with the criminal justice system through performing arts, whilst being committed to changing minds and changing lives. They currently have opportunities for exceptional performers and workshop leaders to contribute towards their ground breaking work. Their work reflects the experiences of those within our society who have been affected by the criminal justice system in different ways. This allows them to raise awareness by having these people at the heart of their work. The audience will then feel heard, seen and that their experiences have been recognised as the work will be relatable. 'Away with Time' recently launched a project called 'Take a Chance'. 'Take a Chance is a multidisciplinary piece with the aim of engaging audiences with stories of people whose lives have been affected by the criminal justice system. The piece will not only be humorous and entertaining but thought provoking and touching. 'Take a Chance' will be performed in traditional and non-traditional performance spaces. Including community and institutional settings. In order to support the gain of publicity for the project, the organisation will be going on a national tour around the country. The tour entails a programme of workshops that will help people wanting to gain greater appreciation of the companies work and want to give oppressed groups in institutional and community settings a voice through performing arts skills and techniques. The workshop will be with people of

different levels of experience and free of charge meaning no budget to work with. However, there is the option to go by a 'pay what you can' basis. I am a freelance practitioner who is willing to take on this opportunity to support this project with its aims to raise awareness and change minds and lives. As a freelance practitioner I aim to create a workshop to introduce, educate and teach people who want to use performing arts within the community and institutions different techniques and skills and how they can use them effectively with their target audience of choice. As well as this, I will also be using the workshop to get insight on some of their aims and intentions and gain knowledge that will contribute to the overall piece 'Take a Chance'. I will then extend and fill in gaps in their knowledge based on information gathered from the workshop, which they will then use in their own work. I will also be able to demonstrate how to engage an audience so they can apply it in their own work. They will be able to see what is most effective in order to use what they need from it as they will view it from the audiences perspective too.

Overall, in good written responses we saw:

- clear analysis of the employment opportunity as a whole.
- an in-depth understanding of the organisational profile, project outline and workshop requirements.
- ideas being clearly and consistently linked to the scenario.
- consistently relevant links between skills and experience and the employment opportunity.
- clear promotional intent and the response overall was likely to engage the employer.
- effective and relevant use of technical language.
- examples of relevant skills and experience linked to the demands and requirements of the employment opportunity.
- consistently clear and relevant workshop ideas linked to the context of the given opportunity.

Activity 2: Digital Promotional Portfolio

The digital promotional portfolios varied in terms of style and format. There is no fixed 'best way' to put the portfolio together. However, the following considerations will inform how best to respond and present work for this activity:

- There should be full consideration of appropriate ideas for the development of the portfolio, with clear and effective promotional intent and how best to realise and communicate intentions.
- Development of ideas will be clearly linked to the organisation and project.
- There will be evidence of selection, refinement and use of relevant examples.
- Learners will demonstrate skills and experience in the promotional portfolio in a way that is likely to engage the employer.
- There will be sustained relevance.
- The portfolio will have a sense of being developed and realised in direct response to the employment opportunity.

Administration

It is appreciated that centres submitted learner work in line with requirements.

Centres should fully observe the demands of both the task for the specific examination series and the requirements as detailed in the instructions within the Set Task Brief and as outlined in the Administrative Support Guide.

Work was submitted by the deadline and mostly in the correct format in terms of recordings and pdf files. Each learner's work should include the written response and the digital promotional portfolio with any supporting material.

Once the written response has been completed it should be converted and saved as a pdf document. It is not necessary to include both a Word and a PDF version of the written response.

Recordings were generally of a good quality however it is essential learner's can be identified in the practical work included in the digital portfolio.

Summary

Based on the performance seen during this series the following should be considered:

- The starting point should be the teaching and learning of the unit content, which should be covered in preparation for responding to the set task. This will be helpful for learners to be able to respond to the specific type of organisation, project and workshop requirements detailed in the employment opportunity.
- Learners will need access to recordings of their practical work, as part of their selection process for their portfolio. In addition, if they would like to create new work for the employment opportunity, that is acceptable.
- Promotional intent should be given sufficient consideration, with learners having an awareness of current industry practice as much as possible.
- Additional material, such as certificates, references and publicity should only be included in the portfolio if relevant.
- Personal contact details should not be included in the portfolio or written response, if contact details are considered necessary, then centre details should be used.
- It is important learners can be easily identified in their digital portfolio.
- The written response and the digital promotional portfolio should form a coherent overall response to the employment opportunity.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom